Statements from research about reading

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| Vocabulary is the biggest determiner of reading success. It is key to comprehending the text. | Good readers read a lot. Reading miles. Texts teach readers how to read. |
| Talk is crucial for making learning visible; it makes the intended learning visible to the children, and the children’s learning visible to teachers. | Home reading is often very different from school reading. It needs to be valued. |
| After parental background, engagement has the biggest impact on progress in reading. | Poor inferencing causes poor comprehension – not the other way round. |
| The social dimensions of talk play a vital role in the classroom. Talking together about reading allows for multiple interpretations where new meanings can emerge. | Reading texts in depth deepens enjoyment of reading. |
| Addressing specific aspects of language (vocabulary and linguistic structures) and learning how to talk about reading can support understanding and deepen thinking. | Where comprehension skills are made visible and taught explicitly across the curriculum, there are greater opportunities for strengthening metacognition and self-regulation. |
| Comprehension skills and strategies need to be developed and applied in the context of reading high quality and enjoyable texts. | The physical and intellectual environment of the classroom can create communities where reading can and does thrive. |